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ABSTRACT

This minimodule is the first of a series of three separate, but unified by process, minimodules, all of which are part of a larger set of twelve individualized performance-based modules, each based on a major competency needed by vocational administrators for effectively administering vocational education in local education agencies. The module focuses on identifying and in some cases completing the major components and procedures of curriculum development which vocational administrators need while attempting to plan curriculum development. The activities are primarily based on having the learner read a list of suggested materials related to the subject. An introductory section, terminal objective, summary of content, procedures, suggested resources, pretest, posttest, learning activities which are presented in a series of tasks, and activity sheets are included. (SH)

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ED145163

Planning For Vocational
Curriculum Development
Mini-Module Number 1.1

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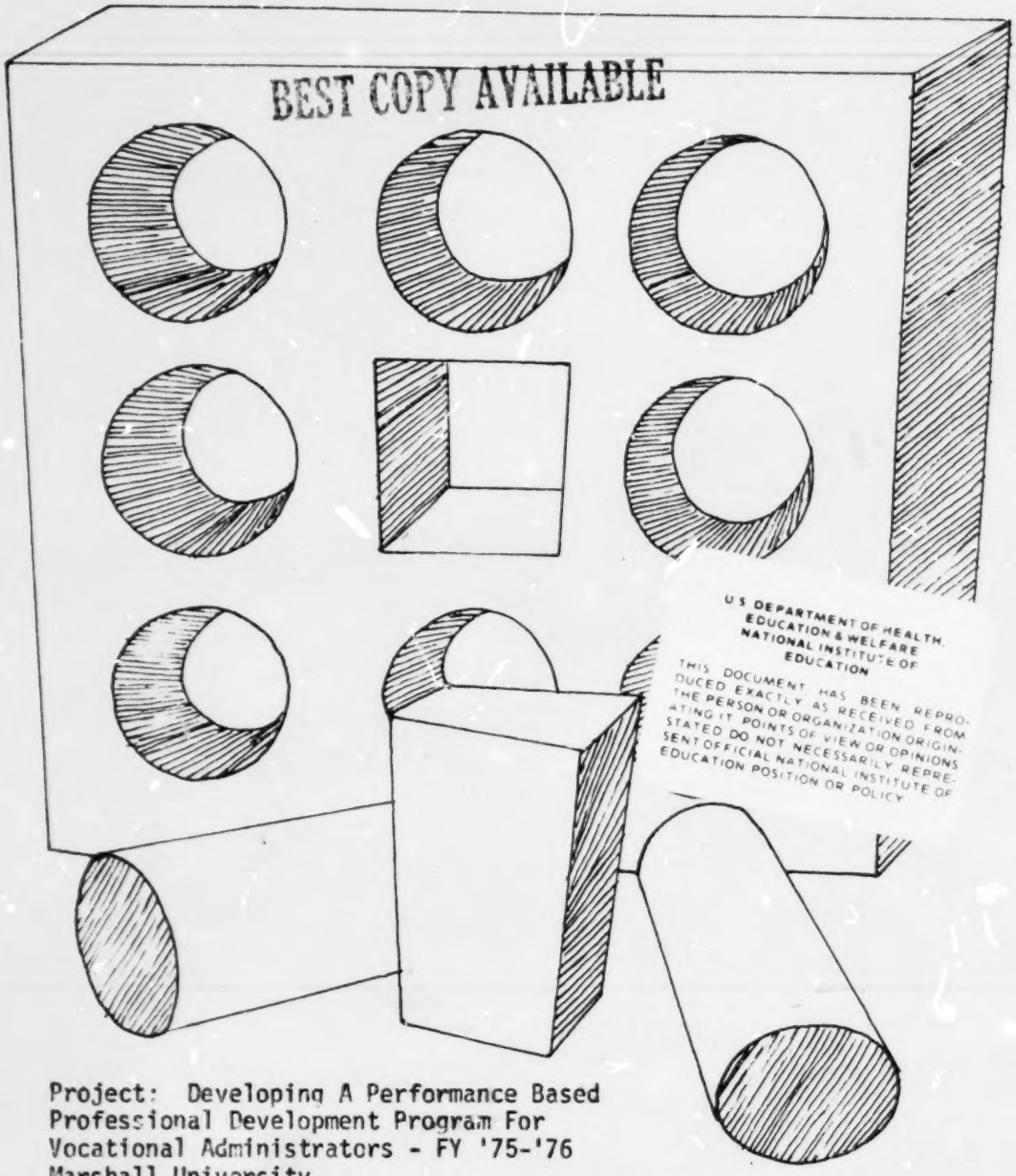

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Project: Developing A Performance Based
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OE 012 815

Instructor's Guide for the
Use of Individualized Modules

In each of the Individualized Modules you will find all or some of the following components:

1. Introduction
2. Terminal Objective
3. Content
4. Procedures
5. Student Competency Sheet
6. Resources
7. Pre-Test and/or Post-Test
8. Learning Activities
9. Simulation
10. Answer Manual

For the most part the material is self-explanatory and if so noted, certain pages are consumable.

In some of the modules, activities other than reading and responding through written communication are required. In these instances where seminars, site visitations, workshops, etc., are required, with the instructor directing the activity, the instructor is directed to utilize the Individualized Module and to inject his/her own methods for making the activity a success.

All materials to be evaluated are to be turned into the instructor. When a student has not achieved the competency required in the specific activity, the instructor is requested to develop a plan to correct the deficiency.

Mini-Module 1.1

# Planning for Vocational Curriculum Development

INTRODUCTION: The curriculum of a vocational education program is one of the most important elements in the total program. The vocational education curriculum includes all those activities planned for the learners by the vocational program. These planned activities include, but are not limited to, laboratory instruction, work-related experiences, co-curricular activities, and all the pupil personnel services. Therefore, the vocational education curriculum is important because it is the chief determinant in the selection of teachers and other school staff, the organization of the school, the layout of physical facilities, a large portion of the total program budget, and the ultimate success (or lack thereof) of the vocational program.

Although some decisions regarding the vocational curriculum emanate from state legislatures and state departments of education, the most important curriculum decisions are those decided locally. Decisions need to be made concerning the overall philosophy of the vocational program, the courses of study to be offered, the content of these courses, strategies for teaching and evaluating the content, the guidance and placement program, and the co-curricular program of activities.

As can be assumed from the aforementioned, vocational curriculum development is a very complex effort for professional educators because it involves numerous critical decisions. Figure 1 presents a five-step scheme for determining the

nature of curriculum development decisions. These five steps are: (1) planning, (2) organizing, (3) coordinating, (4) implementing, and (5) evaluating.

This mini-module is the first of a series of three separate, but unified by process, mini-modules written for the competency-based vocational administrators curriculum. The title of this mini-module number 1.1 is Planning for Vocational Curriculum Development. Logically, the title of the second mini-module number 1.2 is Organizing for Vocational Curriculum Development while the third mini-module is titled: Co-ordinating Vocational Curriculum Development.

The main intent of this mini-module number 1.1 on curriculum development is that of identifying and, in some cases, completing the major components and procedures of curriculum development which vocational administrators need while attempting to plan curriculum development. Figure number 2 shows the organizational plan and the steps involved in the planning stage for vocational curriculum development. Each of the planning substages of researching, formulating, and designing represents an objective and a series of related tasks and activities to be completed within this mini-module.

The contents of this mini-module are organized two ways -- one graphic, the second numeric -- in order to help the learner proceed through the contents efficiently. Each mini-module is numbered with a two digit number. Each mini-module in turn contains several substeps which are not numbered but are the "building blocks" upon which the contents are structured; these "building blocks" appear in the center of pages enclosed in a four sided figure. For each of these organizing "blocks" there will be one or more learning activities designated by a three sided figure (an incomplete "block") and a three digit number; each is a terminal objective for the learner. Each learning activity is followed by a series of tasks, noted with a two sided incomplete "block" and a four digit number. Each task statement is an enabling objective for its terminal objective. Finally, specific tasks for each task enabling objective are noted by their task number plus a capital letter; these specific tasks are sequentially ordered and lettered.

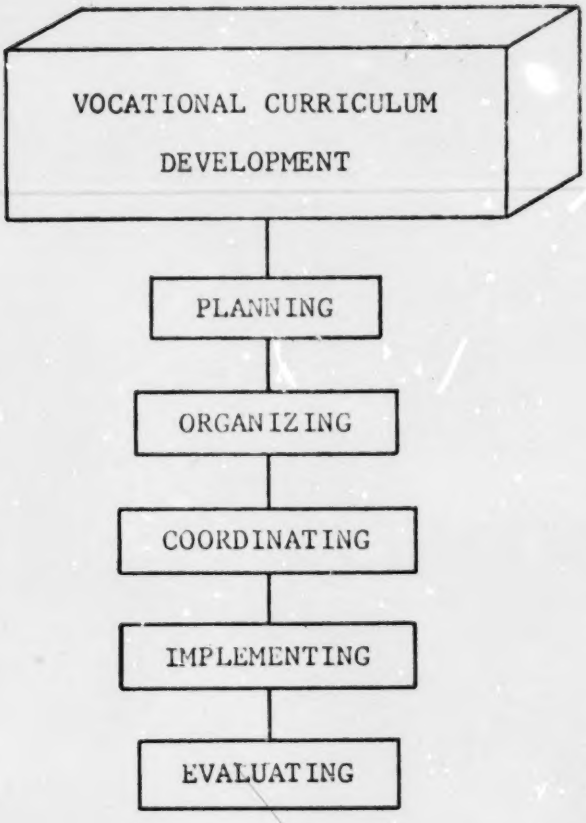


Figure 1: Overall scheme for vocational curriculum development.

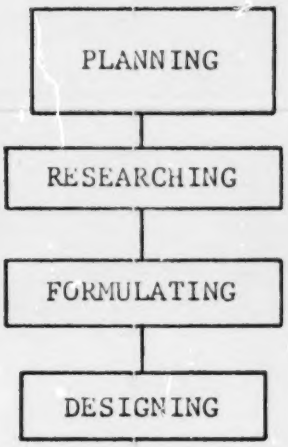


Figure 2: The steps in the planning stage for vocational curriculum development.

TERMINAL OBJECTIVE: The following is what you will be capable of doing upon successful completion of this mini-module:

The learner will demonstrate competency in planning for vocational curriculum development by: (1) identifying, researching, reviewing, and summarizing various contemporary inputs to the vocational curriculum, (2) formulating an original vocational program philosophy, program goals, assumptions, and a short range and long range curriculum plan, and (3) designing the vocational curriculum development system model, the instructional system model, and the various program specifications.

CONTENT: On the following pages you will find:
Student competency sheet
Pretest
Learning activities
Posttest

In the learning activities section you will find Tasks with associated Activities designed to help you accomplish these tasks, questions to answer, self-tests to monitor your progress, and sample answers.

PROCEDURES: After reading the Introduction, Terminal Objective, and Content:

1. Decide whether you already have the competency identified in the the terminal objective and, thus, proceed directly to the posttest.

OR

2. Proceed to the pretest and assess your present skills to determine which Learning Activities pertain to the parts you need help in.

OR

3. Go straight through this mini-module completing every section in order.

Mini-Module 1.1

STUDENT COMPETENCY SHEET

Program: Vocational Administrators Curriculum

Unit: Vocational Curriculum Development

Competency Statement: Demonstrate competency in planning vocational curriculum development by: (1) identifying, researching, reviewing, and summarizing various contemporary inputs to the vocational curriculum, (2) formulating an original program philosophy, assumptions, and a short and long range curriculum plan, and (3) designing the vocational curriculum system model, the instructional system model and various program specifications.

Learning Activities: Within this mini-module are several different varieties of learning activities aimed at leading you to attain and demonstrate the competencies named above. Many of these activities will require extensive reading from suggested references, some activities require that you complete especially designed forms contained within this mini-module, and still other activities require that you conceptualize and design two-dimensional "figures" related to curriculum development.

Criterion Evaluation: There are specific tasks associated with the three major learning activities in this mini-module. Each of these specific tasks is an enabling objective which states exactly what behavior the learner is expected to exhibit, under what conditions he is expected to it, and how well it is to be done. Thus, each task statement in this mini-module states the exact standards by which the learner's performance is going to be judged. This is the criterion evaluation. There is a Master Performance Record Chart to record the learner's progress as he or she proceeds through this mini-module.

## MODULE RESOURCES

### ACTIVITY SHEETS (consumable forms in the mini-module)

Formative Curriculum Evaluation Instrument Selection Form

Implementation Stage Evaluation Instrument Selection Form

Occupational Employment and Projections Form

Summative Curriculum Evaluation Activities Scheduling Form

Vocational Curriculum Development Planning Form

Vocational Instructional System Terms

### BOOKS

Bailey, L. J. & Stadt, R. W. Career Exploration: New Approaches to Human Development. Bloomington, Illinois: McKnight, 1973.

Banathy, B. Instructional Systems. Palo Alto: Fearon, 1968.

Evans, R. N. Foundations of Vocational Education. Columbus: Chas. E. Merrill, 1971.

Frantz, N. R. (Ed.). Individualized Instructional Systems for Vocational and Technical Education: A Collection of Readings. Athens, Georgia: Vocational Instructional Systems, 1974.

Hass, G., Bondi, J., & Wiles, J. Curriculum Planning: A New Approach. Boston: Allyn and Bacon, 1974.

Johnson, J. A., Collins, H. W., Dupuis, V. L., & Johansen, J. H. Introduction to the Foundations of American Education. Boston: Allyn and Bacon, 1969.

Kemp, J. Instructional Design A Plan for Unit and Course Development. Belmont, California: Fearon, 1971.

Kibler, R. J., Cegla, D. J., Barker, L. L., & Miles, D. T. Objectives for Instruction and Evaluation. Boston: Allyn and Bacon, 1974.

Larson, M. E. Teaching Related Subjects in Trade and Industrial and Technical Education. Columbus: Chas. E. Merrill, 1972.

Mager, R. F., & Beach, K. M., Jr. Developing Vocational Instruction. Belmont, California: Fearon, 1972.

Popham, W. J., & Baker, E. L. Systematic Instruction. Englewood Cliffs, New Jersey: Prentice-Hall, 1970.

Searles, J. E. A System for Instruction. Scranton, Pennsylvania: International Textbook, 1967.

MODUEL RESOURCES (cont.)

Silvius, G. H., & Bohn, R. C. Planning and Organizing Instruction. Bloomington, Illinois: McKnight, 1976.

Taba, H. Curriculum Development: Theory and Practice. New York: Harcourt, Brace and World, 1962.

Tyler, R. W. Basic Principles of Curriculum and Instruction. Chicago: University of Chicago Press, 1949.

U.S. Department of Labor. Occupational Manpower and Training Needs, Revised 1974, Bulletin 1824. Washington: U.S. Government Printing Office, 1974.

Van Til, W. Curriculum: Quest for Relevance. New York: Houghton Mifflin, 1971.

MAGAZINES

American Vocational Journal, Volume 51, Number 5, (May, 1976).

American Vocational Journal, Volume 48, Number 7, (October, 1973).

Journal of Industrial Teacher Education, Volume 13, Number 4, (Summer, 1976).

PAMPHLETS

Association for Supervision and Curriculum Development. What are the Sources of the Curriculum? Washington: Author, 1962.

Impellitteri, J. T. & Finch, C. R. Review and Synthesis of Research on Individualizing Instruction in Vocational and Technical Education. Columbus: Center for Vocational Education, 1971.

OTHERS

State level employment conditions and occupational projections data

Local level employment conditions and occupational projections data

Secondary level vocational education courses of study

Mechanical drawing instruments and equipment or, as a minimum, good bond paper, black felt tip pen, and an IBM flowcharting template.

## Mini-Module 1.1 Pretest

## Self-Assessment Checklist

FIRST: Answer all the following questions by checking either Yes or No in the space to the left of each question.

| Yes | No | | |
|---|---|---|---|
| ___ | ___ | 1. | Can you identify the three major sources of the school curriculum? |
| ___ | ___ | 2. | Have you recently (within the past two months) reviewed and summarized two contemporary views of each of the three major sources of the curriculum? |
| ___ | ___ | 3. | Have you recently completed a form that compared national, state, and local employment conditions and projections for one occupational job title within each of the six divisions of vocational education? |
| ___ | ___ | 4. | Can you identify and compare seven characteristics of four major national legislative acts affecting vocational education? |
| ___ | ___ | 5. | Have you recently (within the last month) located and described about twenty-four characteristics of the school age populations in your local area? |
| ___ | ___ | 6. | Can you define seven different methods of deriving occupational content for instruction and analyze one related to your teaching speciality? |
| ___ | ___ | 7. | Have you recently (within the past two months) written an original statement of vocational education philosophy? |
| ___ | ___ | 8. | Have you prepared a list of assumptions for a vocational education program within the last two months? |
| ___ | ___ | 9. | Within the last two months, have you written an original set of vocational education program goals including at least one for each of the areas of personal/social, occupational, and cultural/civic? |
| ___ | ___ | 10. | Can you establish a short term (1 year) and long range (5 year) vocational program that addresses itself to thirty specific issues? |
| ___ | ___ | 11. | Can you design an original vocational curriculum system model showing the relationships/interactions among fifteen vocational program elements? |
| ___ | ___ | 12. | Can you define each of thirty-six vocational instruction system terms with a minimum of one sentence each? |

___ ___ 13. Can you analyze and select eight vocational instruction system terms from a list and defend your selection with an evaluative statement of not less than 300 words?

___ ___ 14. Can you design an original vocational instruction system model showing the relationships/interactions among eight component parts?

___ ___ 15. Can you select a minimum of eight vocational courses of study content items from a list and justify your selections with an evaluative statement of 200 words?

___ ___ 16. Within the last two months, have you prepared a formative curriculum evaluation program addressing itself to nine categories of data?

___ ___ 17. Can you select five curriculum implementation stage data collection instruments from a list and explain your selections with one sentence each?

___ ___ 18. In the past two months, have you prepared a summative curriculum evaluation program addressing itself to nine categories of data and prepared recommended time cycles and staff responsibilities for each category?

SECOND: Look at your responses for questions 1 through 6; if you checked No for any of these questions, you should begin to complete this mini-module by starting with Learning Activity 1.1.1 on page 12. As you complete the various tasks, you should turn them in for checking along with the Module Performance Record Chart (MPRC). For any of the first through sixth questions that you answered Yes to, you will easily spot its associated task enabling objective in the first learning activity in this mini-module. When you come to these points, you should assemble the evidence indicating your performance of the behavior stated in the objective and turn it in for evaluation along with the MPRC.

THIRD: Look at your responses for questions 7 through 10. If you checked No for any of these questions, you should continue with this mini-module by proceeding to Learning Activity 1.1.2 on page 24. As you complete the various tasks, you should turn them in for checking together with the Module Performance Record Chart (MPRC). If you answered Yes to any of the seventh through tenth questions, you will easily locate the task associated with the question within Learning Activity 1.1.2. When you do, you should assemble the evidence that you have performed the requested behaviors stated in the objective and turn it in for evlauation together with the (MPRC).

FOURTH: Look at your responses for questions 11 through 18. If you checked No for any of these questions, you should continue with this mini-module by going to Learning Activity 1.1.3 on page 31. As you complete the various tasks within this section, you should have them evaluated and the evaluation marks and comments recorded on the MPRC. Again, as above, if you responded Yes to any of the questions numbered 11 through 18, you will probably locate the task associated with the question with Learning Activity 1.1.3. When you do, you should collect the documents, papers, etc. called for in the objective and have it evaluated by submitting it together with the MPRC.

Mini-Module 1.1

## RESEARCHING

**LEARNING ACTIVITY 1.1.1:** The learner will research, review, and summarize various sources for curriculum development.

**TASK 1.1.1.1:** Given an appropriate resource, the learner will identify the three major sources of the school curriculum from a consensus of the articles' contents.

Task 1.1.1.1-A: Locate the softbound pamphlet titled: What Are the Sources of the Curriculum: A Symposium by the Association for Supervision and Curriculum Development, 196? and read this short (80 pp.) publication.

Task 1.1.1.1-B: Analyze each author's article relating specifically to the sources of the curriculum.

AND

Task 1.1.1.1-C: Synthesize what this publication says are the three major sources of the curriculum.

AND

Task 1.1.1.1-D: Identify the three curriculum sources.

SELF-EVALUATION: Have you reviewed and synthesized what the authors in the pamphlet say are the sources of the curriculum? Have you identified these three sources as being: (1) the nature of society, (2) the nature and nurture of the learner, and (3) organized knowledge?

If you didn't identify these three sources of the curriculum after synthesizing your reading, perhaps

you could profit from a rereading of the ASCD pamphlet. When you have successfully completed this task, you should proceed to the next task.

TASK 1.1.1.2: Given appropriate resources, the learner will review and summarize, on one page each, two contemporary views of each of the three major sources of the curriculum.

Task 1.1.1.2-A: Locate the book titled: Curriculum Planning: A New Approach by G. Hass, J. Bondi, and J. Wiles, Boston: Allyn and Bacon, Inc., 1974 and read sections 1, 2, 3, and 4 of Part 1, pp. 3-205.

OR

Task 1.1.1.2-B: Locate the book titled: Introduction to the Foundations of American Education by J. A. Johnson, H. W. Collins, V. L. Dupuis, and J. H. Johansen, Boston: Allyn and Bacon, Inc., 1969 and read Section One: School and Society, pp. 1-197.

OR

Task 1.1.1.2-C: Locate the book titled: Curriculum Development: Theory and Practice by H. Taba, New York: Harcourt, Brace, and World, Inc., 1962 and read chapters 2, 3, 4, 5, and 12, pp. 16-99, 172-192.

OR

Task 1.1.1.2-D: Locate the book titled: Curriculum: Quest for Relevance by W. Van Til, New York: Houghton Mifflin Company, 1971 and read all of Part One: Current Criticisms of the Curriculum, pp. 1-122.

AND

Task 1.1.1.2-E: Write an original summary for each of the three major sources of the curriculum identifying a minimum of two author's views regarding the curriculum source. Each summary is to be a minimum of one typewritten page long and each is to be identified with an appropriate heading. Additionally, each author's name should appear in the summary of his or her position.

SELF-EVALUATION: Have you prepared three original, one page long summaries of two writers' points of view for each of the major sources of the curriculum? Have you named the writer within your summary of his viewpoint? If yes is your answer to these questions, you should turn the summaries in to your instructor for checking.

If you had to reply no to either of the above self-evaluation questions, you should reread the instructional objective 1.1.1.2 and reread the task activities associated with it

If you have completed the three summaries as directed, you should proceed to the next task.

TASK 1.1.1.3: Given appropriate resources and/or resource sources and a pretyped form to complete, the learner will compare selected characteristics for three levels (national, state, and local) of employment conditions and projections for one occupation within each of the vocational divisions of: agriculture, business, distributive, health, home economics, and trade and industrial.

Task 1.1.1.3-A: Locate the book titled: Foundations of Vocational Education by R. N. Evans, Columbus, Ohio: Chas. E. Merrill Pub. Co., 1971 and read chapter 7, pp. 95-125 first and then read chapter 2, pp. 9-28

AND

Task 1.1.1.3-B: Locate the U.S. Department of Labor publication titled: Occupational Manpower and Training Needs, Revised 1974, Bulletin 1824. This publication may be in your local library or it can be obtained for $1.80 from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 citing stock number 1974-0-583-668(29).

AND

Task 1.1.1.3-C: Using the above pulletin on national manpower conditions and projections, complete the first column on the activity sheet 1.1.1.3-C - Occupational Employment and Projections Form. First complete the top half - Source Identification - in the national column,

Name _____

Date _____

Task 1.1.1.3-C Activity Sheet

Occupational Employment and Projections Form

| | NATIONAL | | | | STATE | | | |
|---|---|---|---|---|---|---|---|---|
| Source Identification<br>Title of publication:<br>Author(s):<br>Publisher:<br>Place of publication:<br>Date of publication:<br>Pages information is from: | | | | | | | | |
| Occupational Employment and Projection Information | 1972 employ-ment | pro-jected 1975 employ-ment | % growth or decline | ave. annual openings 72-85 | 19__ employ-ment | pro-jected 19__ employ-ment | % growth or decline | ave. annual openings |
| Vocational Divisions and Typical Occupations<br>1. Agriculture:<br>2. Business:<br>3. Distributive:<br>4. Health:<br>5. Home economics<br>6. Trade and industrial | | | | | | | | |

Designed by M. L. Meehan, 9-1-76

Name _____
Date _____

— Task 1.1.1.3-C Activity Sheet

Occupational Employment and Projections Form

| | LOCAL | | | | |
|---|---|---|---|---|---|
| Source Identification<br>Title of publication: _____<br>Author(s): _____<br>Publisher: _____<br>Place of publication: _____<br>Date of publication: _____<br>Pages information is from: _____ | | | | | Other Important Information |
| Occupational Employment and Projection Information | 19__ employment | projected 19__ employment | % growth or decline | ave. annual openings | |
| Vocational Divisions and Typical Occupations<br>1. Agriculture: _____<br>2. Business _____<br>3. Distributive: _____<br>4. Health: _____<br>5. Home economics _____<br>6. Trade and industrial _____ | | | | | |

then select one occupation within each division of Vocational Education, name it in the left most column in the spaces provided, then complete the national column for the bottom half of the page with the correct figures for each of the six occupations named in the vocational division section.

AND

Task 1.1.1.3-D: Locate a publication that provides the same type of employment conditions and projected occupational openings for the state you reside in as the national publication did. These types of publications are most often available through state departments of labor or state bureaus of employment security and are frequently sent to all public libraries for dissemination. Also, this type of manpower needs and projections are often available from other state agencies. For example, in Pennsylvania three such publications include:

(1) Manpower Research and Information, Pennsylvania Department of Education, 1974

(2) Historical Estimates, 1960-1970, of Occupational Employment for the State SMSA's and Balance of State, Pennsylvania Department of Education, 1974.

(3) Research and Information on Employment and Training, edited by S. J. Franchak, Pennsylvania Department of Education, 1976

AND

Task 1.1.1.3-E: Complete the Occupational Employment and Projection Form column labeled State. First complete the top part - Source Identification, then complete the bottom part - Occupational Employment and Projections for the same exact six occupations identified for each of the vocational divisions studied in the National column

AND

Task 1.1.1.3-F: Locate a source of information for the types of occupational employment and projection figures as provided by the national and state publications but this last activity requires that such figures be specifically for the local area. If you happen to live in a large city or a Standard Metropolitan Statistical Area (SMSA),

such information may already be part of the state or national publications you located earlier. If not, there are numerous other sources of local employment conditions and projections. Typically, local industrial development agencies sponsor such research as a first step in attracting new industries to an area. Also, local or regional chambers of commerce collect and report such data. Then too, many colleges and universities conduct such studies. The resourceful vocational administrator should be able to think of other sources of occupational employment figures for his or her local area. As a last resource, the learner will have to locate and interview locale experts outside the field of vocational education to provide educated guesses to the column needs identified on the 1.1.1.3-C activity sheet.

Task 1.1.1.3-G:

AND

Complete the Occupational Employment and Projection Form, both top and bottom halfs, for the Local column with appropriate figures for the same six occupations identified earlier. Be sure that all the asked for information is provided.

SELF-EVALUATION:

Look at your completed 1.1.1.3-C Activity Sheet. Are all the spaces filled in with the information asked for? If there are any blank spaces, then the sheet is not ready for submission to the instructor.

When all of the 1.1.1.3-C Activity Sheet spaces have been completed, submit it to the instructor and proceed to the next task in this mini-module.

TASK 1.1.1.4:

Given the name of appropriate resources, the learner will identify and compare seven selected characteristics of the Smith-Hughes Act, the George-Barden Act, the Vocational Education Act of 1963, and the Vocational Education Amendments of 1968.

Task 1.1.1.4-A:

In your personal professional library, that of a friend, or in a public

library, locate the May, 1976 issue of the American Vocational Journal, which is volume 51, number 5. The title of this special issue of the AV Journal is "200 Years of Vocational Education, 1776-1976" and was written by Melvin L. Barlow. Read pp. 55-87 inclusive

OR

Task 1.1.1.4-B: Locate the book titled Career Exploration: New Approach to Human Development by L. J. Bailey and R. Stadt, Bloomington, Illnois: McKnight Publishing Co., 1973, and read pp. 177-182, and pp. 240-257

AND

Task 1.1.1.4-C: Prepare a two page maximun length summary or synopsis of these four acts affecting vocational education in the United States: (1) the Smith-Hughes Act, (2) the George-Barden Act, (3) the Vocational Education Act of 1963, and (4) the Vocational Education Amendments of 1968. Seven specific characteristics of each of these four acts are to included in the summary; they are: (1) full name of the act, (2) the official public law number, (3) the dates passed by Congress and signed into law, (4) the main intent or intents of each act, (5) the total funding provided for in the act, and (6) the target populations of the various subdivisions of the act, and (7) the resultant impact of the act.

SELF-EVALUATION: Do you now have a neatly prepared page or two page summary of each of the four significant congressional acts pertaining specifically to vocational education? Have you included in your summaries accurate responses to the seven selected characteristics named in Task 1.1.1.4-C? If you can honestly answer yes to both of these questions, you are ready to turn the summaries in for checking by the instructor. If not, you should complete the vocational education legislation summaries as requested.

When you have completed the legislative summaries as directed and submitted them for checking, you are ready to proceed to the next task in this

mini-module.

TASK 1.1.1.5: Provided the names of several background information sources and given a pre-typed form, the learner will locate and describe selected characteristics, needs, and interests of the local school age population by responding to all items on the form.

Task 1.1.1.5-A: Locate the book titled: Foundations of Vocational Education by R. N. Evans, Columbus, Ohio: Chas. E. Merrill Publishing Co., 1971 and read chapter 3, Increasing Individual Options, pp. 29-50

OR

Task 1.1.1.5-B: Locate the booklet titled: Review and Synthesis of Research on Individualizing Instruction in Vocational and Technical Education by J. T. Impellitteri and C. R. Finch, Columbus, Ohio: The Center for Vocational Education, 1971 and read the section - Student Characteristics Research, pp. 23-30

OR

Task 1.1.1.5-C: Locate the book titled: Career Education New Approach to Human Development by L. J. Bailey and R. Stadt, Bloomington, Illinois: McKnight Publishing Co., 1973, and read chapter 4 - Factors Affecting Career Development, pp. 97-131

AND

Task 1.1.1.5-D: Complete the School Population Information Form which is Activity Sheet 1.1.1.5-D located near to this page in the mini-module. To complete this form it will be necessary for you to locate information asked for by each item on the sheet. Most of the information should be readily available from one or more offices within your local school district such as the chief school officer, fiscal manager, or guidance. Be sure to respond to each item and each column on the School Population Information Form because that is the criterion of success for this activity.

SELF-EVALUATION: By now you have located the requested school population information for the Task 1.1.1.5-D Activity Sheet and have filled in all three columns for each item. Right? If you have

Name _____
Date _____

Task 1.1.1.5-D Activity Sheet 21

School Population Information Form

| Information Categories | yr. info. for | Data | any anti cipated changes? |
|---|---|---|---|
| 1. CHARACTERISTICS: | | | |
| A. Enrollment: K-6 | | | |
| B. Enrollment: middle skl/jr. hi. | | | |
| C. Enrollment: secondary total | | | |
| 1) secondary-academic | | | |
| 2) secondary-occupational | | | |
| D. Enrollment in post-secondary/adult classes | | | |
| E. Males in secondary occupational classes | | | |
| F. Females in secondary occupational classes | | | |
| G. Race composition | | | |
| H. Attendance: annual % of attendance | | | |
| I. Health of secondary students | | | |
| 2. NEEDS: | | | |
| A. Percent dropouts from secondary schools | | | |
| B. Percent & number of graduates per yr. | | | |
| C. Percent go on to further education | | | |
| 1) Percent to less than 4 yr. college | | | |
| 2) Percent to 4 yr. college | | | |
| D. Percent go into military duty | | | |
| E. Percent enter labor market | | | |
| F. Percent enter homemaking fulltime | | | |
| G. Percent unemployed | | | |
| H. Achievement ranges of secondary-academic | | | |
| I. Achievement ranges of secondary-occupational | | | |
| 3. INTERESTS: | | | |
| A. Interest inventories given - secondary | | | |
| B. Interest inventories given - middle/jr. hi | | | |
| C. Attitude inventories given - secondary | | | |
| D. Attitude inventories given - middle/jr. hi | | | |
| E. Hobby interests actively pursued | | | |
| F. Sports programs active | | | |

done so you should turn it in for checking by your instructor. If you have left any blanks you must locate and insert the information or adequately explain why it is not available. When you have completed the School Population Information Form and submitted it for checking you are ready to proceed to the next sequential task.

TASK 1.1.1.6: After reading a resource, the learner will define seven methods of deriving occupational content for instruction with a maximum of one sentence each, select one method most appropriate to his or her teaching speciality, and analyze its applicability in a statement of not less than 300 words.

Task 1.1.1.6-A: Locate the textbook titled: Planning and Organizing Instruction by G. H. Silvius and R. C. Bohn, Bloomington, Illinois: McKnight Publishing Co., 1976, and read chapter 2 - Identifying and Selecting Content, pp. 32-81

AND

Task 1.1.1.6-B: Define each of the seven methods of deriving occupational content for instruction presented by Silvius and Bohn with a maximum of one sentence each. All seven definitions will probably fit on one sheet of paper if typewritten.

AND

Task 1.1.1.6-C: Select one of the seven approaches for identifying occupational education content that is most appropriate to your teaching speciality (past or present) and analyze its applicability in an original statement of not less than 300 words.

SELF-EVALUATION: If you have completed the tasks as written above you should now have two pages ready to turn in for checking. The first is a page of seven definitions, each being no longer than one sentence each. Second, you also have a page naming one approach previously defined and explaining how it applies to your teaching speciality.

Do you have the two pages as described?

If yes, turn them in for checking and proceed to the next section. If no, determine what it is you lack on the two pages by rereading the tasks, correct it and then turn the pages in and proceed to read the next section.

PAUSE:

At this point, it would be profitable to assess where we are and what lies ahead. You have just completed a series of tasks all of which related to researching, reviewing, and summarizing various sources for vocational curriculum development. All of these tasks relate to the first "building block" in this mini-module that of Researching. It may be helpful for you to go back to page 12 and reread the terminal objective for what you have just done. Also, it would be an aid to knowing where you are going by going back to Figure 2, page 4 and viewing the graphic picture of this mini-module. You can readily see that the next "building block" and terminal objective in this mini-module is that of Formulating.

This would also be a good time to reward yourself for completing the Researching section by treating yourself to a good cold beer, nice hot coffee, or whatever. When you have suitably rewarded yourself it is time to move on to the Formulating section.

Mini-Module 1.1

## FORMULATING

**LEARNING ACTIVITY 1.1.2:** The learner will formulate a vocational program philosophy, assumptions, program goals, and a short and long range curriculum plan.

**TASK 1.1.2.1:** Given appropriate background resources, the learner will write an original vocational education program philosophy of not less than 200 words.

**Task 1.1.2.1-A:** Locate the book titled: Introduction to the Foundations of American Education by J. A. Johnson, H. W. Collins, V. L. Dupuis, and J. H Johansen, Boston: Allyn and Bacon, Inc., 1969 and read Section Four - Philosophical Bases of Education, pp. 289-356

AND

**Task 1.1.2.1-B:** Locate the book titled: Career Education: New Approaches to Human Development by L. J. Bailey and R. W. Stadt, Bloomington, Illinois: McKnight Publishing Co., 1973 and read chapter 7 - "Foundations of Vocational Education," pp. 183-234

OR

**Task 1.1.2.1-C:** On your own, locate several statements of vocational education philosophy. Such statements should be available in vocational program curriculum plans, evaluation reports, and the like. Critically review these philosophical statements with an eye toward establishing the contents of your own personal philosophy for vocational education.

AND

**Task 1.1.2.1-D:** Write and original vocational education philosophy statement of not less than 200 words.

**SELF-EVALUATION:** Have you written a philosophy of vocational education statement of at least 200 words that you believe

in? If yes, turn it in for checking and proceed to the next task in this series. If you have not prepared your philosophy of vocational education or are having a hard time doing so, perhaps you could profit from a review of the background resources listed for this task.

**TASK 1.1.2.2:** Following an analysis of sample assumptions of teaching and learning, the learner will develop a list of assumptions for a vocational education program consistent with his or her previously prepared vocational education philosophy statement.

**Task 1.1.2.2-A:** Locate the book titled: Individualized Instructional Systems for Vocational and Technical Education: A Collection of Readings edited by N. R. Frantz, Athens, Georgia: Vocational Instructional Systems, 1974 and read the first selection in Part I, "The Student-centered Curriculum: A Concept in Curriculum Innovation" by B. W. Tuckman, pp. 3-11

OR

**Task 1.1.2.2-B:** Search other sources for assumptions of the teaching-learning process as it applies to vocational education. The purpose of this task is to review and analyze several lists of curriculum assumptions as an aid in developing your own list. The vocational education curriculum guides located for the previous task should be reviewed for possible lists of teaching-learning assumptions. Other vocational education curriculum guides may contain teaching-learning assumptions for your review and analysis. One source of curriculum guides produced throughout the nation is through the National Network for Curriculum Coordination in Vocational-Technical Education. This national network has established seven centers for the dissemination of vocational-technical curriculum efforts and these centers have prepared lists of available curriculum guides in

each of the divisions of vocational education. The seven regional curriculum centers are in the states of California, Illinois, Kentucky, Mississippi, New Jersey and Oklahoma.

AND

Task 1.1.2.2-C: Develop a list of assumptions about the teaching-learning process applicable to a vocational education curriculum. The resultant list of assumptions must be consistent with the vocational education philosophy statement prepared for the preceding task.

SELF-EVALUATION: You should now have a list of assumptions about the teaching-learning process in vocational education. These assumptions must be consistent with your previously prepared statement of your philosophy of vocational education.

If you have developed the assumptions list, turn it in for checking and proceed to the next task. If you haven't completed the assumptions, do so and turn it in and then go on to the next task.

TASK 1.1.2.3: Following an analysis of sample program goals, the learner will formulate a set of vocational education program goals containing, as a minimum, one each for the personal/social, occupational, and cultural/civic areas.

Task 1.1.2.3-A: Locate the book: Planning and Organizing Instruction by G. H. Silvius and R. C. Bohn, Bloomington, Illinois: McKnight Publishing Co., 1976 and read chapter 5, "First Consideration in Course or Program Planning," pp. 143, chapter 8 - "Educational Justification of a Course or Program," pp. 201-280, and Appendices G and H, pp. 427-433

AND

Task 1.1.2.3-B: Locate the book: Teaching Related Subjects in Trade and Industrial and Technical Education by M. E. Larson, Columbus: Chas. E. Merrill Publish-

ing Co., 1972 and read chapter 8, "Developing Performance Goals," pp. 127-144

OR

Task 1.1.2.3-C: Locate the book titled: Career Education: New Approaches to Human Development by L. J. Bailey and R. W. Stadt, Bloomington, Illinois: McKnight Publishing Co., 1973 and read pp. 311-328

AND

Task 1.1.2.3-D: Formulate a set of vocational education program goals (program aims) containing a minimum of one each for the personal/social, occupational, and cultural/civic areas. These overall vocational education program goals should be consistent with the philosophy of vocational education statement and the list of teaching-learning assumptions previously developed for this mini-module. The vocational program goals should be neatly typed or lettered on one sheet of paper.

SELF-EVALUATION: By now you have a list of vocational education program goals with at least one each for the personal/social, occupational, and cultural/civic areas. You should now turn this page into your instructor for checking and then proceed to the next task in this mini-module.

If you can't develop your vocational program goals for one reason or another, you could probably be helped by rereading the materials cited for this task. Careful analysis of the reading material will provide enough input for the average leaner to assist in the preparation of vocational program goals.

TASK 1.1.2.4: Given a vocational program planning form, the learner will establish short term (1 yr.) and long range (5 yr.) curriculum development plans by completing all the items on the form.

Task 1.1.2.4-A: Complete the Task 1.1.2.4 Activity Sheet titled: Vocational Curriculum Development Planning Form

Name _____
Date _____

Task 1.1.2.4 Activity Sheet 28

Vocational Curriculum Development Planning Form

| Curriculum Development Activity Statement | Must be done this year | Helpful to do this year | Should be done in within: | | | |
|---|---|---|---|---|---|---|
| | | | 2 yrs. | 3 yrs. | 4 yrs. | 5 yrs. |
| 1. Community/business survey | | | | | | |
| 2. School population info. secured | | | | | | |
| 3. State level employment & projections obtained | | | | | | |
| 4. Local level employment & projections obtained | | | | | | |
| 5. Advisory committees formed | | | | | | |
| 6. Program philosophy written | | | | | | |
| 7. Teaching-learning assumptions listed | | | | | | |
| 8. Overall program goals formulated | | | | | | |
| 9. Program of studies developed | | | | | | |
| 10. Student services determined | | | | | | |
| 11. Co-curricular program developed | | | | | | |
| 12. Work-related experiences named | | | | | | |
| 13. Vocational instructional model designed | | | | | | |
| 14. Formative evaluation instruments chosen | | | | | | |
| 15. Program approvals obtained | | | | | | |
| 16. Advisory committees review curriculum | | | | | | |

Name_____
Date_____

Task 1.1.2.4 Activity Sheet (cont.)

| urriculum Development<br>ctivity Statement | Must be done this year | Helpful to do this year | Should be done in within: | | | |
|---|---|---|---|---|---|---|
| | | | 2 yrs. | 3 yrs. | 4 yrs. | 5 yrs. |
| 7. Curriculum consultants review curriculum | | | | | | |
| 8. Formative evaluations completed | | | | | | |
| 9. Curriculum revisions completed | | | | | | |
| 0. Teaching staff identified | | | | | | |
| 1. Ancillary staff identified | | | | | | |
| 2. Laboratory facilities identified | | | | | | |
| 3. Equipment needs identified | | | | | | |
| 4. Budget approved | | | | | | |
| 5. Curriculum implementation begun | | | | | | |
| 6. Summative evaluation instruments chosen | | | | | | |
| 7. Summative evaluation completed | | | | | | |
| 8. Student follow-up studies done | | | | | | |
| 9. Curriculum revisions completed | | | | | | |
| 0. Curriculum programs published and distributed | | | | | | |

with responses based upon educated guesses as to short term and long range program needs. All items on the form should be completed with some type of a response or comment.

SELF-EVALUATION: Be certain to have a response in every appropriate column for every item on the Vocational Curriculum Development Planning Form. When this activity sheet is complete, turn it in for checking and proceed to the next task.

PAUSE: Now would be a good time to assess what you have done and what lies ahead. You have just completed a series of tasks all sequenced so that you have formulated a philosophy of vocational education, a list of assumptions, program goals, and a short and long range curriculum plan. All of these tasks are from the second "building block" in this mini-module - Formulating. There are a total of three such "building blocks" in this mini-module. In short, you are two-thirds done! The next "block" in this mini-module is that of Designing.

This would also be a good time to reward yourself for completing the Formulating section by treating yourself to a good cold beer, hot cup of coffee, or whatever. When done, go on to the Designing section.

Mini-Module 1.1

DESIGNING

LEARNING ACTIVITY 1.1.3: The learner will design a vocational curriculum system model, a vocational instruction system model and various program specifications.

TASK 1.1.3.1: Given appropriate background resources and a list of basic elements of the vocational curriculum system the learner will design an original vocational curriculum system model containing all the elements provided and showing the relationships and/or interactions of each.

Task 1.1.3.1-A: Locate the book: Individualized Instructional Systems for Vocational and Technical Education: A Collection of Readings, edited by N. R. Frantz, Athens, Georgia: Vocational Instructional Systems, 1974 and read "Designing Vocational Curricula for the Individual," pp. 12-27

AND

Task 1.1.3.1-B: Study Figure 3, Program Planning Flow Chart on page 22 of the above text

AND

Task 1.1.3.1-C: Locate the American Vocational Journal, volume 48, number 7 which is the October, 1973 issue and read the several articles on curriculum development for vocational education; they are the Bruce and Daley, Meek, Todd and Hawthorne, and Wall articles.

Task 1.1.3.1-D: Locate the Journal of Industrial Teacher Education, volume 13, number 4, which is the Summer, 1976 issue, and read the article - "A Curriculum Management Model for State Vocational Education Agencies," by N. R. Frantz beginning on page 59

AND

Task 1.1.3.1-E: Design an original vocational curriculum system model containing at least the following elements:

| | |
|---|---|
| overall goals | assumptions |
| overall assumptions | advisory committee |
| program of studies | program goals |
| pupil personnel services | learner outcomes |
| work-related experiences | system model |
| co-curricular experiences | system activities |
| articulation/balance | scope and sequence |
| evaluation model | |

The completed vocational curriculum system model must show the relationships and/or interactions among all the various elements in the model. This could be done via visual positioning and/or by the use of leader lines and directional arrows. The model is to be entirely graphic; no narrative should be required to explain it.

Last, the completed model is to be neatly prepared using paper and ink suitable for the dry-copying process.

SELF-EVALUATION: Does your completed vocational curriculum system model contain all fifteen elements as provided in Task 1.1.3.1-E? If yes, and it was neatly prepared ready for dry-copying, turn it in for checking. Then, go to the next task in this mini-module.

If your model lacks any one or more of the fifteen vocational curriculum system elements as listed above, then it is incomplete and not yet ready for submission. You should try to assess why you may have omitted any element(s) and take steps to correct your error. When the corrections have been completed and the model is finished, turn it in for checking and proceed to the next task.

TASK 1.1.3.2: Given a list of thirty-six (36) possible vocational instruction system terms and their sources, the learner will define each with a minimum of one sentence and select

eight (8) appropriate to his or her curriculum development effort. The learner will justify his or her instructional system term selections with an evaluative statement of not less than 300 words.

Task 1.1.3.2-A: Locate the Task 1.1.3.2-A Activity Sheet titled Vocational Instructional System Terms nearby. Opposite each of the 36 terms or phrases write a short, but very precise, operational definition

AND

Task 1.1.3.2-B: Utilize the following resource books as aids to help you define each of the instructional systems terms on the activity sheet.

Banathy, B. Instructional Systems. Palo Alto: Fearon Publishers, 1968.

Frantz, N. R. (ed.). Individualized Instructional Systems for Vocational and Technical Education: A Collection of Readings. Athens, Georgia: Vocational Instructional Systems, 1974. Read especially Part II, "Implementing an Individualized Instructional System."

Kemp, J. Instructional Design: A Plan for Unit and Course Development. Belmont, California: Fearon Publishers, 1971.

Kibler, R. J., Gegala, D. J., Barker, L. L., and Miles, D. T. Objectives for Instruction and Evaluation. Boston: Allyn and Bacon, 1974.

Mager, R. F. and Beach, K. M. Jr. Developing Vocational Instruction. Belmont, California: Fearon Publishers, 1972.

Popham, W. J. and Baker, E. L. Systematic Instruction. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970.

Searles, J. E. A System for Instruction. Scranton, Pennsylvania: International Textbook Company, 1967.

Tyler, R. W. Basic Principles of Curriculum and Instruction. Chicago: The University of Chicago Press, 1949.

Name_____.
Date_____



1.1.3.2-A Activity Sheet

Instructional Systems Terms

Directions: Write a short, concise operation definition for each of the following terms in the spaces provided.

1. Behavioral Objectives:

2. Components:

3. Competencies:

4. Criterion-referenced Evaluation:

5. Educational Media:

6. Evaluation:

7. Exemption Test:

8. Exit Test:

9. Feedback:

10. Flow chart:

11. Hardware:

12. Input:

13. Learning Activity Package:

14. Learning Experience:

15. Learning Task:

16. Learning Sequence:

Name_____
Date_____



1.1.3.2-A Activity Sheet (cont.)

17. Mediated Instruction:

18. Module:

19. Needs Assessment:

20. Output:

21. Parameters:

22. Prerequisite Skills:

23. Software:

24. Student Assessment:

25. Subsystem:

26. Suprasystem:

27. Systems Approach:

28. Systems Design:

29. Systems Testing:

30. Task Analysis:

31. Task Hiearchy:

32. Unit:

33. Unit Sequence:

1.1.3.2-A Activity Sheet (cont.)

34. Work-Related Experience:

35. Work Experience:

36. Revise/Recycle:

NEXT

Task 1.1.3.2-C: Select from the list of 36 Vocational Instructional System Terms sheet referred to in the above activity, eight (8) terms that are appropriate to your vocational curriculum development effort. Then in an evaluative statement of not less than 300 words, justify your selection of the eight vocational instruction systems terms. Naturally, it will be necessary to either list the terms chosen or name them in the justification statement.

SELF-EVALUATION: You should now have two products for this task. First, you should have completed the 1.1.3.2-A activity form with short, concise operational definitions for each of the 36 terms listed. Do you have this? Second, you should have selected eight of these terms for your curriculum development efforts and written a justification for your selections that is at least 300 words in length. Have you completed this? Good! You should turn them in for checking and proceed to the next task in this mini-module.

If for some strange reason you do not have the two tasks completed as directed in the task statements, you should complete them, turn them in and then proceed to the next sequential task in this module.

TASK 1.1.3.3: Given a list of background resources, the learner will select three (3), read them, and design an original vocational instruction system model containing at least eight (8) component parts/processes/steps and show the relationships and/or interactions among each of them.

Task 1.1.3.3-A : Please locate the list of resource books listed for use with the preceding task. Note that some of the texts are especially geared to vocational education while others are general in nature. All of the books are published in

paperback form and should be available in most libraries. You are to select, locate, and read three (3) of these resources as an aid in developing your original vocational instruction system model

AND

Task 1.1.3.3-B: Analyze the essential components (parts, processes, steps, etc.) in the formation of vocational instruction systems. Next, select a minimum of eight (8) essential components for inclusion in your vocational instruction system model.

AND

Task 1.1.3.3-C: Design an original vocational instruction system model containing the eight previously-selected essential components. Your completed vocational instruction system model should clearly show the relationship and/or interactions among the eight essential components and be neatly prepared with materials suitable for dry-copying. A title and your name on it would be helpful.

SELF-EVALUATION: Your completed vocational instruction system model should conform to the criteria established in Task 1.1.3-C. Does it? If it does, then you should submit it to the instructor and proceed to the next task.

If your completed model fails to meet the criteria established in Task 1.1.3.3-C, you will want to correct it so that it does. Then, submit it and proceed to the next task.

TASK 1.1.3.4: Provide a list of possible contents for vocational courses of study, the learner will select a minimum of eight (8) for use in vocational curriculum development efforts and justify the selections with a statement of not less than 200 words.

Task 1.1.3.4-A: Below is a list of terms that could possibly be viable component parts for vocational courses of study. You are to study the list and analyze the terms in light of what

you know about vocational curriculum and instruction systems. From this list of terms you are to select a minimum of eight (8) that are to be the essential content sections for all of the vocational courses of study proposed to be developed as part of the total school curriculum.

## Course of Study Content Terms

1. Audio-visual aids
2. Behavioral objectives
3. Course description
4. Course goals/objectives
5. Course title
6. Criterion examination
7. Diagnosis
8. Environment
9. Expected student outcomes
10. Evaluation
11. Job analysis
12. Learning activities
13. Learning core
14. Learning structure
15. Major instructional areas
16. Measuring instruments
17. Prerequisites
18. Prototypes
19. References
20. Subject content
21. Support services
22. Teaching-learning strategies
23. Terminal performance
24. Tools and Equipment
25. Units
26. Work-related experiences

AND

Task 1.1.3.4-B: After selecting eight of the above vocational course of study content terms to be standard components of all the courses of study for a vocational program, you are to justify your selection of them in a statement of not less than 200 words.

SELF-EVALUATION: You should have selected eight terms from the list of possible course of study contents, named them, and defended your selection in an original statement of not less than 200 words. Have you done this? Good! Then turn it in for checking and go on to the next task.

You would be wasting your time to attempt any other tasks until this one is completed. If you are having difficulty choosing the eight or more vocational course of study contents, then it is suggested that you go back to the many resources listed for the design of the vocational instruction system and select one that you didn't read earlier. Read it and then complete this task in preparation to going on to the next task.

TASK 1.1.3.5: Provided with the names of nine (9) formative curriculum evaluation instruments and questions each purports to answer, the learner will analyze the information for each instrument and select those to be designed, developed, and utilized in the formative evaluation stage of the vocational curriculum development and those not to be designed, developed, and utilized. The learner will explain his or her selections with a one sentence response or series of phrases on a form near the instrument's name.

Task 1.1.3.5-A: Locate the Task 1.1.3.5-A activity sheet which is titled: Formative Curriculum Evaluation Instrument

Name _____
Date _____

Task 1.1.3.5-A Activity Sheet

Formative Curriculum Evaluation Instrument Selection Form (FCEISF)

| Instrument Name* | Aspect of Curriculum being evaluated | Use it? | Do not use it? | Response |
|---|---|---|---|---|
| 1. Descriptive Curriculum Questionnaire | How clear are the developer's intentions about the curriculum? | | | |
| 2. Q-Sort for Goals | What goals are important and should be included? | | | |
| 3. Q-Sort for Objectives | What objectives are important and should be included? | | | |
| 4. Clarity of Objectives | Will users of the curriculum understand the objectives? | | | |
| 5. Specified Objectives | What intended outcomes are likely to be brought about by the activities and materials? | | | |
| 6. Unspecified Objectives | What unintended effects (either positive or negative) are likely to be brought about by the activities and materials? | | | |

*Source: J. Weiss, J. Edwards, & O. Dimitri. Formative Curriculum Evaluation. Ontario: Ontario Institute for Studies in Education, N. D.

Name _____
Date _____

Task 1.1.3.5-A Activity Sheet (cont.)

FCEISF (cont.)

| Instrument Name | Aspect of curriculum being evaluated | Use it? | Do not use it? | Response |
|---|---|---|---|---|
| 7. Additional Objectives | Are additional objectives, materials, or activities necessary? | | | |
| 8. Sequencing Objectives | Are objectives and activities to be sequenced? If so, how? | | | |
| 9. Rating Scales for Validation of Programs | On what basis can decisions be made to adopt or adapt materials or programs e.g.,<br><br>How much will students enjoy the program?<br><br>How much worth does a program have?<br><br>How clear is the program? | | | |

Selection Form (FCEISF, wheel) and read the nine instrument names and the formative curriculum question(s) each is designed to answer. Study the various instruments and their questions with an eye toward selecting those you feel would be most helpful in the formative evaluation stage of vocational curriculum development.

Task 1.1.3.5-B:

AND

In the appropriate column on the FCEISF for each instrument named indicate whether it is to be developed and used or not; you should provide this information by placing an X in the space corresponding to the intended response. Next, explain your selection or non-selection for each instrument on the activity sheet with either a sentence or a series of phrases in the "Response" column opposite each instrument name.

SELF-EVALUATION:

Have you analyzed the nine formative curriculum evaluation instruments named on the FCEISF and indicated whether or not each one is to be designed, developed, and utilized in the vocational curriculum development effort? Have you also explained your selection and/or nonselection for each instrument in the response column of the FCEISF? If you did then you can turn it in for checking and proceed on to the next task in this mini-module.

If you left any spaces on the FCEISF not filled with the type of response called for in the task you should provide such information and then turn it in. Once all that has been done, you may proceed to the next mini-module task.

TASK 1.1.3.6:

Provided with the names of five (5) curriculum implementation stage data collection instruments and questions each purports to answer, the learner will analyze the instruments and select those to be designed, developed, and utilized

in the implementation stage of the vocational curriculum development and those not to be designed, developed, and utilized. The learner will explain his or her selections with a one sentence response or a series of phrases on a form near the instrument's name.

Task 1.1.3.6-A: Locate the Task 1.1.3.6-A Activity Sheet which is titled: Implementation Stage Evaluation Instrument Selection Form (ISEISF, whew again!) and read the five instrument names and their questions with an eye toward selecting those you feel would be most helpful in the evaluation of the implementation stage of the vocational curriculum development.

AND

Task 1.1.3.6-B: Indicate with an X in the appropriate column for each instrument you judge to use or not use in the implementation stage. Then, explain your decision for each of the five instruments on the ISEISF in the column labeled "Response." Each response should be either a full sentence or a series of phrases reflecting your analysis.

SELF-EVALUATION: Have you completed all the required spaces on the ISEISF sheet? If yes, turn it in for checking and go onward to the next task. If you haven't completed the form in all the spaces, you should correct the deficiency and turn it in for checking. When this is done, you may proceed to the next task.

TASK 1.1.3.7: Given the names of nine (9) summative curriculum categories for vocational education and the various types of data each category gathers, the learner will recommend when each category should be completed and which staff members will be responsible for the execution of the evaluation activities.

Task 1.1.3.7-A: Locate the Task 1.1.3.7-A Activity Sheet which is titled Summative Curriculum Evaluation Activities

Name_____
Date_____

Task 1.1.3.6-A Activity Sheet

Implementation Stage Evaluation Instrument Selection Form (ISEISF)

| Instrument Name* | Aspect of curriculum being evaluated | Use it? | Do not use it? | Response |
|---|---|---|---|---|
| 1. Student Questionnaire for Lesson | What are students' reactions to a try-out lesson? | | | |
| 2. Teacher Questionnaire for Lesson | What are teachers' reactions to a try-out lesson? | | | |
| 3. Materials and Activities for Classroom Evaluation | To what extent does the implementation of a curriculum correspond to the developer's intentions? | | | |
| 4. Student Prerequisite Form | Do students have the necessary background for the program? | | | |
| 5. Teacher Prerequisite Form | Do teachers have the necessary background for the program? | | | |

*Source: J. Weiss, J. Edwards, & O. Dimitri. Formative Curriculum Evaluation. Ontario: Ontario Institute for Studies in Education, N. D.

Name_____
Date_____

Task 1.1.3.7-A Activity Sheet

Summative Curriculum Evaluation Activities Scheduling Form (SCEAS)

| Evaluation Activity* | Data Collected | Recommended Time Cycle | Staff Responsible |
|---|---|---|---|
| 1. Student Follow-up Survey | A. Attitude toward program<br>B. Number & percent employed<br>C. Salary of employed graduates<br>D. Areas of weakness<br>E. Suggested program changes | | |
| 2. Employer Survey | A. Skills developed at school<br>B. School teach appropriate subject content?<br>C. Performance of graduates<br>D. Graduates' attitudes of work | | |
| 3. Student Evaluation | A. Attitudes toward school<br>B. Attitudes toward work<br>C. Whether program is meeting the stated goals and objectives<br>D. Teachers' effectiveness<br>E. Student personnel services adequate<br>F. Co-curricular activities satisfactory | | |
| 4. Faculty Evaluation | A. Teaching ability<br>B. Ability to organize learning<br>C. Teaching skills developed<br>D. Professional growth<br>E. Ability to effect student performance | | |

*Source: J. Weiss, J. Edwards, & O. Dimitri. Formative Curriculum Evaluation. Ontario: Ontario Institute for Studies in Education, N. D.

Name _____
Date _____

1.1.3.7-A Activity Sheet (cont.)

| Evaluation Activity | Data Collected | Recommended Time Cycle | Staff Responsible |
|---|---|---|---|
| 5. Facilities Evaluation | A. Whether the facilities are relevant<br>B. Facilities up to date<br>C. Appropriate number of equipment<br>D. Sufficient number of materials for instruction<br>E. Equipment and facilities reflect occupational practices | | |
| 6. Ancillary Services Evaluation | A. Were appropriate services provided?<br>B. Were the services adequate? | | |
| 7. Cost-Benefit Analyses | A. Expenditures per student, per course, per program, per semester hour or credit, etc.<br>B. Benefits derived for the students, the community | | |
| 8. Advisory Committee Evaluation | A. Whether the program is meeting the stated goals and objectives<br>B. Attitudes of advisory committee members | | |

Name _____
Date _____

1.1.3.7-A Activity Sheet (cont.)

| Evaluation Activity | Data Collected | Recommended Time Cycle | Staff Responsible |
|---|---|---|---|
| 9. Faculty Evaluation of the Vocational Program | A. Student achievement in terms of school goals<br>B. Student achievement in terms of course of study goals<br>C. Student achievement in terms of teachers' expectations<br>D. Students' classroom/laboratory attitudes<br>E. Students' attitudes toward the total vocational program<br>F. Faculty evaluation of the school administration | | |

*Source: J. A. Borgen & D. E. Davis. Planning, Implementing, and Evaluating Career Preparation Programs. Bloomington, Illinois: McKnight Publishing Co., 1974.

Scheduling Form (SCEAS). Read over the nine summative curriculum evaluation categories and note the types of data each category is projected to collect.

AND

Task 1.1.3.7-B: In the column titled "Recommended Time Cycle," write in the suggested time period that you feel would be necessary in order to accomplish an effective summative curriculum evaluation. Typical responses may be: (1) at least once each year, (2) once every other year, (3) after graduation, (4) before and after each semester, etc. Be certain that there is a written response in the column for each of the nine categories.

AND

Task 1.1.3.7-C: In the column titled "Staff Responsible" on the SCEAS, write in the job title (teacher, director, faculty team, etc.) for the staff member(s) chiefly responsible for the execution of the evaluation activities suggested by the name of the different categories. Be sure that all nine categories are analyzed and that some staff member(s) is assigned to the execution of each particular activity.

SELF-EVALUATION: Have you completed the "Recommended Time Cycle" and the "Staff Responsible" columns of the SCEAS form for all nine categories of summative curriculum evaluation? If yes, then you should turn the completed SCEAS form in for checking. If you haven't completed the form as directed, do so, then turn it in for evaluation.

STOP! STOP! STOP!

You have just completed all the learning activities and tasks associated with this Mini-Module No. 1.1 - Planning for Vocational Curriculum Development. Without a doubt, this has been a long and hard series of educational activities and related assignments. Now would be a good time to take a long, relaxing break before going on to the next mini-module in this series. Recall that Mini-Module No. 1.2 is Organizing for Vocational Curriculum Development. The third Mini-Module in this series is No. 1.3 - Coordinating Vocational Curriculum Development.

Mini-Module 1.1 Posttest

Module Performance Record Chart

Name: _____ Date Begun: _____

Evaluation Mark Key: M=Mastery, R=Recycle

| Learning Activity | Task Number | Evaluation mark | Evaluator's Initials | Comments |
|---|---|---|---|---|
| RESEARCHING 1.1.1 | 1.1.1.1 | | | |
| | 1.1.1.2 | | | |
| | 1.1.1.3 | | | |
| | 1.1.1.4 | | | |
| | 1.1.1.5 | | | |
| | 1.1.1.6 | | | |
| FORMULATING 1.1.2 | 1.1.2.1 | | | |
| | 1.1.2.2 | | | |
| | 1.1.2.3 | | | |
| | 1.1.2.4 | | | |
| DESIGNING 1.1.3 | 1.1.3.1 | | | |
| | 1.1.3.2 | | | |
| | 1.1.3.3 | | | |
| | 1.1.3.4 | | | |
| | 1.1.3.5 | | | |
| | 1.1.3.6 | | | |
| | 1.1.3.7 | | | |

Form Designed by: M. L. Meehan, 9-76